<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td>Jan 7-9</td>
<td>Introductions</td>
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<tr>
<td></td>
<td>Upfront Magazine – Article on ISIS (with accompanying video)</td>
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<tr>
<td></td>
<td>• Worksheets have common core assessments</td>
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<td>Map of Middle East and Central Asia</td>
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<td>Jan 12-20</td>
<td>Students work in groups to create a Travel Brochure</td>
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<td></td>
<td>• Research</td>
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<td>• Works Cited MLA</td>
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<td>Jan 21-13</td>
<td>Structured Academic Controversy</td>
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<td></td>
<td>• Students find evidence from text to support position</td>
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<td>• Deliberation in groups</td>
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<tr>
<td>Jan 26 – Feb 20</td>
<td>In-Depth Case Study using Choices Curriculum (Olivia – Afghanistan; Reiner – Iran; Cheryce – Afghanistan)</td>
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<td>• Students read informational text using Common Core strategies –</td>
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<td></td>
<td>highlighting/annotating/frequent quizzing</td>
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<td></td>
<td>• Students work in groups to formulate US Foreign Policy position</td>
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<td>• Teams argue positions to a panel</td>
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<td>• Students write a letter to a political representative defining their</td>
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<td>position and making suggestions of what they think should be done</td>
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<td></td>
<td>(informed action)</td>
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<td>Feb 23 – Mar 10</td>
<td>Israel / Palestine</td>
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<td>• Study of the formation of Israel as a country, the role of the UN,</td>
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<td>history of the conflict between Israel and its Arab neighbors, and</td>
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<td>the development of changing boundaries</td>
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<td>Mar 24 – Apr 9</td>
<td>Civics Action Project</td>
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<td>• Identifying a problem / Forming a question</td>
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<td>• Investigating the problem / Research</td>
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<td>• Engaging in Civil Dialogue about the issue</td>
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<td>• Communicating findings / Conclusion</td>
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<td>• Taking Informed Action</td>
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<td>Showcase student projects at Open House on April 9 – selected projects to</td>
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<td></td>
<td>be showcased at Nixon Library on Saturday, May 2</td>
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<td>Apr 9 – 30</td>
<td>Colleges and Careers</td>
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<td></td>
<td>• Students research possible careers – make presentation to class –</td>
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<td>PPT or Prezi</td>
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<td>• Students research 6 post-secondary options</td>
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<td>• Students attend National College Fair – Apr 30 – Pasadena Convention Center</td>
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<td>• Write paper assessing their research and including their</td>
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<td>educational short term and long term goals</td>
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<td>May</td>
<td>In-depth Case Study - Individual Teacher Choice</td>
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<td></td>
<td>• Olivia – “Warriors Don’t Cry” – Civil Rights</td>
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<td>Reiner – LA Riots</td>
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<td>Cheryce – TBD</td>
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*** Throughout all aspects of the Curriculum Units, emphasis is given to Common Core strategies – Critical thinking, group problem solving, oral presentation skills, as well as civics skills (California Democracy Schools Civic Action Project) - Socratic seminars, Structured Academic Controversy, small group discussions, large group discussions of controversial topics, etc. In addition, the concepts from the district approved Course Outline are woven into each unit (i.e., Cold War consequences, World Religions, Political Systems, Economic cycles, etc.)
Reference Materials:
- The World Today, 7th Ed. By Henry Brun. ISBN: 978-1-56765-648-0 (in class as needed)
- Other relevant documents, magazine articles, book excerpts and film

Suggested Materials:
- Spiral Notebook or notebook paper for daily class notes
- Blue or black ink pens, colored pencils, highlighters, pencils, glue stick
- Flash-drive for any computer work storage and transport

CWA Class Goals and Objectives:
Contemporary World Affairs (CWA) is a challenging semester course designed to increase student knowledge, understanding and appreciation of current world affairs and prepare the student for the future by developing the skills necessary for high level performance at GHS and beyond. It focuses on the post-WW2 social, political, religious, intellectual, technological and economic developments that fundamentally shaped today’s world. These developments are studied from multiple perspectives with the intent of providing a balanced view of current affairs and the history that created them. The student will develop:
- An ability to analyze historical evidence
- A knowledge base of the post-WW2 era
- Skills for success in the high school environment and beyond
- A deeper global understanding to become a more active and effective citizen.

Contemporary World Affairs Units of Study:
The general units outlined below indicate some of the important themes we plan to cover in class and the outcomes the student is expected to achieve. The basic units of study may or may not follow this order:

World geography, cultures, religions – Students will:
Map and be familiar with the nations, major cities and geographic features of the world
Analyze the origins and philosophies of the major religions of the world including Buddhism, Christianity, Hinduism, Islam and Judaism as they learn about the modern world;
Analyze the interaction of the major religions with global economic, political and social systems

Political systems – Students will:
Analyze and evaluate the basic aspects, benefits and challenges of authoritarian, democratic, monarchial and totalitarian forms of government.

Economic systems – Students will learn, know and compare:
The basic principles of capitalism, socialism and communism as they relate to the principles of private property, profit motive, the role of the government and individual rights.

International Developments from World War 2 to the Present – Students will:
Analyze the emergence of the USA and Soviet Union as superpowers after WW2, including the challenges they faced based on differing historical experiences and philosophies as well as the major interactions they had during the Cold War
Analyze the collapse of the Soviet Union and its aftermath
Investigate nation building in the modern world, focusing on Africa, Asia, Latin America and the Middle East
Analyze the impact of globalization and the information revolution as they relate to the growing interaction between the developed and developing world

Guidance Essentials – Students will:
Explore post-high school educational and career opportunities
Learn basic personal life application skills
Basic Course Units of Study & Calendar:
Week 1: World Basics: Case Study of key nations, cultures, religions, politics, economics & current issues
Week 2: World Basics: Case Study of key nations, cultures, religions, politics, economics & current issues
Week 3: The Middle East Today: Syria & ISIS
Week 4: The Middle East Today: Syria & ISIS
Week 5: The Middle East Today: Iran & the Nuclear Dilemma
Week 6: The Middle East Today: Israel & Contest Submission
Week 7: The Middle East Today: Israel & the Palestinian Question
Week 8: The Middle East Today: Israel & the Palestinian Question
Week 9: Civic Action Case Study: Issues & Reactions - the LA Riots
Week 10: Civic Action Case Study: Issues & Reactions - the LA Riots & Today's Racial Tensions
Week 11: Spring Break
Week 12: Civic Action Project on Current Controversial Social Issues
Week 13: Civic Action Project on Current Controversial Social Issues
Week 14: Civic Action Project on Current Controversial Social Issues (Open House Showcase)
Week 15: College Research Project
Week 16: Career Research Project
Week 17: Career Research Project
Week 18: Global Issues
Week 19: Global Issues
Week 20: US Role in Today's World
Week 21: US Role in Today's World
Week 22: Skills Review & Skills Based Final Exam

Student Assessment:
Quizzes, Tests & Projects (QTP) = 40% of course grade
Required Assignments (RQA) = 30% of course grade
- In-class & Homework
Diligence, effort and participation (DEP) = 30% of course grade
- Student displayed attitude, enthusiasm and work ethic

Grading System:
Class grading scale is as follows:

95 - 100% = A
90 - 94% = A-
87 - 89% = B+
83 - 86% = B
80 - 82% = B-
77 - 79% = C+
73 - 76% = C
69 - 72% = C-
67 - 68% = D+
63 - 66% = D
60 - 62% = D-
59% or less is not considered passing.

Please note that GRADES ARE NOT ROUNDED UP. CHEATING ON ANYTHING RELATED TO THIS CLASS IS NOT TOLERATED AND WILL BE DEALT WITH ACCORDING TO GHS / GUSD GUIDELINES.
CONTEMPORARY WORLD AFFAIRS
Mr. O’Malley
Phone: (818) 242-3161 x. 4311
Email: jomalley@gusd.net

Concepts of the Course:
The Contemporary World Affairs (CWA) course has two primary goals, one concerning content (the stuff that we will learn) and the other concerning skills (the knowledge that you can apply across multiple content areas).

Content: The basic goal of the material in CWA is to familiarize you with the world. As such, it includes geography, politics, and history. Depending on what is currently happening, the subject matter will vary, but we will almost certainly look at the various conflicts in the Middle East, the War on Terror, the role of the United States in the global system, and North Korea. Given the current state of US politics, we will also likely examine the immigration debate. This content will be delivered in a variety of ways: group presentations, debates, readings, videos and lecture.

Skills: This is a Freshmen level Social Studies class, so one of our objectives will be to prepare you to enter into 10th grade World History with the skills necessary to succeed. This skills include, but are not limited to, the examination of texts and images, the creation of a proper thesis statement, the formation of a well-constructed paragraph that incorporates textual evidence and personal commentary, and the ability to work in groups to produce quality work. Obviously, there is some overlap with the skills that you should be learning in your English classes.

Course Requirements
Notes: Taking good notes is an invaluable academic skill that we will practice during this course. Reading annotation, as well as note-taking during lectures, presentations or movies is required and graded.

Homework: Any work left incomplete at the end of class will automatically become homework. This material is due before class begins the next day. Additionally, homework will be assigned as the material necessitates and will almost always include reading. Homework will be used to either expand on the material learned in class or to prepare you for the next lesson.

Unit Assessments: There will be assessments at the end of each unit. These can take multiple forms, but will definitely include some sort of writing that illustrates your command of the material from the unit.

Semester Final: The final will be cumulative (it will cover material from the entire semester).

Other Assignments: The semester will include a number of research assignments that will take various forms: papers, presentation, group and individual work. Details will be given as the course progresses and you will receive both a handout explaining the project and a rubric on how it will be graded.

Attendance and Participation: It goes without saying that if you aren’t here, you won’t learn anything. Work missed as the result of an excused absence may be made up within the amount of time you missed (i.e. if you were absent for a day, you have a day to make up the work). Work missed as the result of unexcused absences will be made up at the instructor’s discretion. It is your responsibility to make up
any work that you missed. If you have a constant tardy problem, I will be forced to call home and you will receive a “U” for your citizenship grade for the semester.

Teacher Availability

Unless I have a prior commitment, I am usually available every day after school until about 4:00. Parent conferences or phone calls (818-242-3161, ext. 4311) can be scheduled between 3:00-4:00 with some advanced notice. The best way to get ahold of me is by email at jomalley@gusd.net.

Grading

Standard grading percentages will apply for all assignments:

- 90 - 100% = A
- 80 - 89% = B
- 70 - 79% = C
- 60-69% = D
- 59% - below = F

To get an A, you must: be present and attentive during class, take notes when necessary, participate productively and respectfully during group work, perform excellently on tests, turn in all your work in order and on time, and complete your homework.

For a B: be present and attentive during class, take notes when necessary, participate productively and respectfully during group work, perform well on tests, turn in almost all your work in order and on time, and complete almost all homework.

For a C: be present and undiscruptive during class, take almost all notes, participate respectfully during group work, perform fair on tests, turn in most work in order and on time, and complete most homework.

For a D: be present and undiscruptive during class, take some notes, be respectful during group work, perform fair to poor on tests, turn in some work, usually in order and on time, turn in some homework.

Failure to meet the requirements for a D will result in failure of the course.

Binder Checks

The majority of your grade will be determined by your ability to complete and organize your classwork. Binder checks will occur at the end of every unit (or two, if the units are short) and will be graded according to the following criteria:

- Full Credit: All materials are present, stamped, well organized and of excellent quality
  - If materials are unorganized, the binder will lose 20% of its possible points
  - If materials are complete but unstamped, they will lose 20% of their possible points
  - If material is missing, it will receive no credit
  - If the material is incomplete or fails to meet the expectations of quality work, it will be marked down accordingly (i.e. if half the work is done and of excellent quality, it will receive a 50%; if all the work is done with 50% effort, it will receive a 50%)

It is almost impossible to get an A in this class if you don’t have a specific and safe place to store your work. Stuffing handouts in your backpack and hoping you can find it later is a recipe for disaster. If you
need help with either buying a binder or with designating a place to keep your work, please come talk to me and we can work something out.

Civic Inquiry Project
As a citizen in a democratic society, it is important that you are aware of issues, able to research and educate yourself on those issues, and knowledgeable about your ability to make a positive change in the world around you. To those ends, we will engage in at least one Civic Inquiry Project in CWA. This project will encompass the inquiry process (how to ask good questions), the research process (how to find answers) and action (what you can do about things).

Cheating and Plagiarism
Cheating and Plagiarism are serious offenses. The consequences for cheating are severe and will not only affect your grade, but will remain on your transcript for your entire academic career. Copying work will at a minimum result in a 0 for both the copied and the copier, as well as the loss of my trust and respect. I understand that sometimes it is tempting to try to pass off somebody else’s work as your own in hopes of a better grade than you think you would otherwise get, but, I assure you, trying your hardest will always get you a better grade than the 0 you’ll get when you get caught cheating.

Miscellaneous
- Unless otherwise instructed, leave your cellphone in your backpack and on silent mode. If you are using your cellphone without my instruction to do so, it becomes mine for the rest of the period. If you are a repeated offender, you will force me into pursuing a course of disciplinary action. Arrangements can be made in case of an emergency.
- If you need to use the restroom during class, I'll only deny permission for two reasons: you need to use the restroom every day or you take an unreasonable amount of time to take care of business. That said, try to get it done before you come to class.
- If you're the type of person that regularly needs to leave class to get a drink of water, buy a water bottle and bring it with you. You're always allowed to drink water in this classroom.

Important: If you have any questions, problems or concerns, you need to come talk to me. As a young adult, your success is your responsibility. It is part of my job to help you succeed, but it is your job to learn how to ask for help when you need it. Learning this skill will help you in this class and throughout the rest of your life.

________________________________________________________________________

(please cut along the line and return signed portion to teacher)

I have read and discussed this syllabus with ______________________. Period ____.

Name of student